

**THE EFFECT OF USING INFORMATION GAP ACTIVITIES  
TOWARD MOTIVATION IN SPEAKING ENGLISH  
AMONG SECOND YEAR STUDENTS  
AT MAN 2 MODEL  
PEKANBARU**



**By  
HERIANI SAPUTRI  
NIM. 10614003462**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1431 H/2010 M**

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**By**

**HERIANI SAPUTRI**

**NIM. 10614003462**

**DEPARTMENT OF ENGLISH EDUCATION**

**FACULTY OF EDUCATION AND TEACHER TRAINING**

**STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

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## **Abstract**

**Heriani Saputri (2010). THE EFFECT OF USING INFORMATION GAP ACTIVITIES TOWARD MOTIVATION IN SPEAKING ENGLISH AMONG SECOND YEAR STUDENTS AT MAN 2 MODEL PEKANBARU.**

In this research, the researcher found that the students' motivation in speaking English at MAN 2 Model Pekanbaru is still low whereas the students have to use English as bilingual system in teaching learning process. According to Harmer the use of information gap in speaking activity is one of activities that give good contribution in teaching speaking. Therefore, the researcher is interested to conduct a research related to the Use of Information Gap Activities toward Motivation in Speaking English. The objectives of this research are 1) to identify the effect of using information gap activities toward students' motivation in speaking English and 2) To identify the factors that influence students' motivation in speaking English.

Since characteristics of the second year students at MAN 2 Model Pekanbaru are heterogeneous, the researcher decided that this research used Pre-Experimental design with emphasis upon "intact group design". The population of research consists of five classes; the total population is 161 students. The researcher took the students of XI IPA 1 class as Experimental Group that consists of 31 students and XI IPA 2 class as Control Group that consists of 31 students. So, the total amount of the sample is 62 students

The researcher comes to the conclusion of the research finding as follows: 1) at the pre questionnaire of experimental group got score 2064 points while the control group is 2317 points. And then, at post questionnaire of experimental group got score 2508 points and the control group are 2498 points. It means that the total points of post questionnaire of experimental group increases 444 points or 21.51% while the total points of post questionnaire of control group increases only 181 points or 7.81%. 2) It is also proved that there is effect of using Information Gap Activities toward Motivation in Speaking English among Second Year Students at MAN 2 Model Pekanbaru in which the alternative hypothesis is accepted at 5% significant level is 1.67 and at 1% significant level is 3.39 and the result of this research is 4.196 or  $1.67 < 4.196 < 2.39$ . In other words, t-observation is higher than t-table in levels significance of 5% and 1%. The researcher concludes that the use of information gap activities is effective to improve students' motivation in speaking English. And then, the researcher suggests that the teachers can use information gap activities to improve students' motivation in speaking English.

## **Abstrak**

### **Heriani Saputri (2010). Pengaruh Penggunaan Aktivitas Information Gap terhadap Motivasi dalam Berbicara Bahasa Inggris pada Siswa MAN 2 Model Pekanbaru.**

Dalam penelitian ini, peneliti menemukan bahwa motivasi para siswa dalam berbicara bahasa Inggris pada MAN 2 Model Pekanbaru masih lemah sedangkan para siswa harus menggunakan bahasa Inggris sebagai satu dari dua bahasa yang digunakan dalam proses belajar mengajar. Menurut Harmer, penggunaan information gap (kesenjangan informasi) dalam aktivitas berbicara merupakan satu dari aktivitas yang memberikan kontribusi yang bagus dalam pengajaran ujaran atau berbicara dalam bahasa Inggris. Oleh karena itu, peneliti tertarik untuk melakukan penelitian yang berhubungan dengan penggunaan information gap (kesenjangan informasi) terhadap motivasi berbicara bahasa Inggris. Adapun tujuan dari penelitian ini adalah 1) untuk mengidentifikasi pengaruh penggunaan aktivitas information gap terhadap motivasi siswa dalam berbicara bahasa Inggris dan 2) untuk mengidentifikasi faktor-faktor yang mempengaruhi motivasi siswa dalam berbicara bahasa Inggris.

Karena keberagaman karakter siswa kelas dua pada MAN 2 Model Pekanbaru, peneliti memutuskan untuk menggunakan desain Pra Eksperimen yang lebih dikenal dengan "intact group design". Populasi dari penelitian ini terdiri dari lima kelas, dengan total populasi 161 siswa. Peneliti memilih siswa kelas XI IPA 1 sebagai kelompok eksperimen yang terdiri dari 31 siswa dan kelas XI IPA 2 sebagai kelompok kontrol yang juga terdiri dari 31 siswa. Jadi total sample dari penelitian ini adalah 62 siswa

Dari hasil penelitian yang ditemukan adalah sebagai berikut: 1) Pada angket awal, kelompok eksperimen memperoleh jumlah poin 2064 dan kelompok kontrol memperoleh 2317 poin. Sedangkan Pada angket akhir kelompok eksperimen memperoleh 2508 poin dan kelompok kontrol memperoleh 2498 poin. Itu berarti angket akhir pada kelompok eksperimen mengalami peningkatan sebanyak 444 poin atau 21.51% dan pada kelompok kontrol hanya mengalami peningkatan sebanyak 181 poin atau 7.81%. 2) penelitian ini juga membuktikan bahwa ada pengaruh penggunaan Aktivitas Information Gap terhadap Motivasi Siswa dalam Berbicara Bahasa Inggris, ini bisa dilihat dari hasil uji hipotesis dimana hipotesis alternative ternyata diterima pada taraf 5% dan taraf 1% yaitu  $1.67 < 4.196 < 2.39$ . itu berarti ada perbedaan signifikan antara kelompok eksperimen yang menggunakan Aktivitas Information Gap dengan kelompok kontrol yang menggunakan strategi belajar seperti biasanya terhadap motivasi dalam berbicara bahasa Inggris. Oleh karena itu, peneliti bisa menyimpulkan bahwa penggunaan Aktivitas Information Gap (kesenjangan informasi) efektif untuk meningkatkan motivasi siswa dalam berbicara bahasa Inggris. Dan peneliti menyarankan bahwasanya para guru bisa menggunakan Information Gap (kesenjangan informasi) untuk meningkatkan motivasi siswa dalam berbicara bahasa Inggris.

## ملخص

حيرياني شفتري (2010) : مؤثر استعمال الفعالية Information Gap على الدوافع في التكلم اللغة الإنجليزية عند تلاميذ المدرسة العالية الحكومية 2 (الثاني) موديل باكنبارو

في هذا البحث، وجدت الباحثة ان الدوافع تلاميذ في التكلم اللغة الإنجليزية في المدرسة العالية الحكومية 2 موديل باكنبارو تدل على ضعف اما تلاميذ لابد يستعملون اللغة الإنجليزية كاللغة واحدة من اللغتان الذي يستعمل في عملية التعلم المتعلم. عند هممر، استعمال Information Gap في الفعالية التكلم هو احدى من الفعالية الذي يعطى مساعد الجيدة في التعليم التكلم في اللغة الإنجليزية. ولذلك اردات الباحثة لتعمل البحث الذي يرتبط باستعمال Information Gap على الدوافع التكلم اللغة الإنجليزية. اما أهداف من هذا البحث هو لمعرفة مؤثر استعمال الفعالية Information Gap على الدوافع تلاميذ في التكلم اللغة الإنجليزية و لمعرفة العوامل التي تؤثر الدوافع تلاميذ في التكلم اللغة الإنجليزية.

لأن بالمتنوعة الصفة تلاميذ الفصل الثاني في المدرسة العالية الحكومية 2 وديل باكنبارو، استعملت الباحثة فر المباشرة الذي مشهور ب "Intact group design". المجتمع من هذا البحث تتكون من 5 فصول بعددهم 161 تلميذا. اختارت الباحثة تلاميذ الفصل الحادي عشر علم المعرفة العالم 1 كالمباشرة تتكون 31 تلميذا و الفصل الحادي عشر علم المعرفة العالم 2 كالفرقة كنترول عددهم 31 تلميذا. ثو عددهم كلهم من العينة من هذا البحث هو 62 تلميذا.

من حصول البحث الذي وجد هو فيمالي:1. وجد مؤثر من استعمال الفعالية Information Gap في الفرقة التجريبية بقدر 22،210 النتيجة اذاكان مسويا بالفرقة كنترول و. (2) بناء على حصول تحليل البيانات باستعمال الرموز الاختبار، لا وجد الفرق الذي سغنيفن بين الدوافع التكلم تلاميذ في الفرقة التجريبية الذي يعلم باستعمال الفعالية Information Gap و الدوافع التكلم تلاميذ في لفرقة كنترول الذي يعلم باستعمال الرموز العادة ( شرح، المناقشة، و الأسئلة و الإجابة). ذلك بمعنى هيفوتسس الاختيار مردود في ترف سغنيفن 5% هو 1،67 و في ترف سغنيفن 1% هو 2،39 او 0،92 < 39،2 او 1،67 > 0،92. ان الجدول ارفع من المراقبة في ترف 5% و 1%. ولذلك خلاص الباحثة ان استعمال الفعالية Information Gap غير الفعالية لترقية الدوافع تلاميذ في التكلم اللغة الإنجليزية لأن غير موجود فرق حصول الذي سغنيفن بين الدوافع التكلم تلاميذ عند الفرقة التجريبية و الدوافع التكلم تلاميذ عند الفرقة كنترول.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problems**

There are four skills on measuring English mastery. According to Brown (1994: 217), these four skills which the students should master at the end of the learning process, they are listening, speaking, reading, and writing. In Listening, the students learn how to listen and comprehend what a speaker says well. In Speaking, the students learn how to be able to communicate in English well. In reading, the students learn how to read and understand a text well. In Writing, the students learn how to write and arrange sentences well. On those skills are prominent and integrated one to another, those are taught frequently since elementary school until university.

On teaching language, speaking is a complex skill, which is considered as measuring language mastery. Speaking ability also determines whether the students can use English well or not (Hasibuan and Ansyari, (2007:101). Therefore, as a teacher must be able to involve the students to practice and make the students feel that they need to speak and share their ideas to the others.

In addition, Lewis and Hill (1990:36) stated that in teaching language, the teachers should provide some activities, not only teach about how to use grammar correctly but also how the students can apply English appropriately. The teacher can use some communicative tasks or activities to attract the students' attention in order to improve students' motivation.

Littlewood (1981: 22) demonstrated that the teachers have to prepare some techniques that may be implemented in their class, in order to improve the use of English for the students. Therefore, in teaching speaking process must focus on communicative

language learning that makes students become the center of the learning process. The teachers have to use appropriate techniques or activities that focus on students' activities. One of the activities is, by using information gap activities. Raptou (2003:1) stated that "we [as the teachers], therefore, need to actively engage students in speaking activities that are enjoyable and that are based on more communicative approach. One of the solutions is using information gap activities".

Information gap activity is a technique or activities, also can be found in communicative language teaching (CLT) method. According to Tran Lam Son (2009:1) stated that information gap is an activity in which the students have to try to find out missing information by asking and requesting information to each other to complete their task given by the teacher. In this situation, the students will be forced to speak to the other students so the task can be completed. The researcher believes that gap created in speaking class will be able to improve students' motivation to communicate English.

Based on the researcher's observation at MAN 2 Model Pekanbaru, it is a senior high school located at Diponegoro Street No 55 Pekanbaru. It is promoted as an international standard school. It is trying to implement bilingual system in which English is one of them. There are five lessons taught by using bilingual, they are; Mathematic, Biology, Physic, Chemistry, and Economy.

The subject of this research is second year students, who are distributed into five classes and two programs of study, namely exact and social program; XI IPA 1, XI IPA 2, XI IPA 3, XI IPS 1 and XI IPS 2. The students are heterogonous, since the students' achievement, English teacher and number of the students in the five classes is different.

Therefore, it is very important for the teachers to use appropriate and various techniques in teaching learning process, especially in teaching speaking English. Actually, there were some conventional strategies that have been used by the teachers in teaching process, such as explanation, discussion and question response.

Ironically, the students should have high motivation in speaking English, but the fact is the students still have low motivation in speaking English. In relation to the students' motivation that is still low in speaking English; it can be seen from the following symptoms:

1. Some students are not active in speaking English
2. Some students are not confident to communicate English in teaching and learning process
3. Some students are silent when the teacher asks them in English
4. Some students are nervous when they answer the teacher's question
5. Some students have good English score when they are examined in daily test, mid and semester test, but they are ashamed to express their ideas
6. Some students ask other students to answer the teachers' question when they are asked

Based on the above symptoms, the researcher motivated to do a research relates to the use of information gap activities. Therefore, the researcher feels it is necessary to conduct a research entitled:

**“THE EFFECT OF USING INFORMATION GAP ACTIVITIES TOWARD  
MOTIVATION IN SPEAKING ENGLISH AMONG SECOND YEAR STUDENTS  
AT MAN 2 MODEL PEKANBARU”.**

**B. The Definition of the Term**

The topic of this research is the effect of using information gap activities toward motivation in speaking English among second year students at MAN 2 Model Pekanbaru. To justify the terms, it is necessary to define them from the following key words:

1. *The Effect* is “a change produced by an action or a cause (Hornby, 1995:369). In this research, effect is related to a change that produced after using information gap activities on experimental group.
2. *Use* is the way people actually speak and write (Longman, 1991:394))
3. *Information Gap*: (in communication between two or more people) a situation where information is known by only some of these present. In communicative language teaching, it is said that in order to promote real communication between students, there must be an information gap between them, or between them and their teacher. Without such a gap the classroom activities and exercises will be artificial (Longman, 1991:179), it means teaching by using information gap can stimulate the students to use English in real communication.
4. *Activities* (plural of activity) are “a specific thing or things done” (Hornby, 1995:13). In this term, activities are actions that should be done to improve motivation in communicating English.

5. *Motivation* is the factors that determine a persons desire to do something (Longman, 1991:238). In this research, motivation means as factors that cause students can speak English in real communication.
6. *Speaking* is comes from word 'speak'. It means to talk to somebody else about something, to have a conversation with somebody (Hornby, 1995:1140). In this title, speaking means the students' oral skill in applying English.

### **C. The Problems**

#### **1. The identification of the Problems**

In this study, the problems to be addressed dealing with the effect of using information gap activities toward motivation in speaking English among second year students at MAN 2 Model Pekanbaru. The identification of the problems is, as follows:

- a. Why are some students not active in speaking English during teaching learning process?
- b. Why are some students not confident to communicate English in teaching learning process?
- c. What are the factors that make some students silent when the teacher asks them?
- d. Why do some students ask for their friends to response the teacher's question?
- e. What are the factors that make some students ashamed in speaking English, although they have good score in English test?

- f. What are the factors that make some students nervous when they answer the teacher's question?

## **2. The Limitation of the Problems**

In this research, it is necessary to limit the problems. This research is focused on particular point of discussion; "The use of Information Gap Activities for Experimental Group and Conventional Strategies for Control Group toward Motivation in Speaking English among Second Year Students at MAN 2 Model Pekanbaru.

## **3. The Formulation of the Problem**

- a. How is the students' motivation in speaking English before implementing the use of information gap activities on the experimental group?
- b. How is the students' motivation in speaking English after implementing the use of information gap activities on the experimental group?
- c. Is there any significant difference on the students' motivation in Experimental Group that are taught by using Information Gap Activities and Control Group that are taught by using Conventional Strategies?

## **D. The Reason for Choosing the Title**

There are some reasons why the writer is interested in this research, the reasons are as follow:

- 1. This Topic is very important to be discussed because the writer wants to know the effect of using information gap activities to improve students' motivation in speaking English

2. This research is relevant to the writer as one of English Education Department students and as candidate of English teacher in the future.

## **E. The Objective and Significance of the Research**

### **1. The Objective of the Research**

- a. To identify the students' motivation in speaking English before implementing the use of information gap activities on the experimental group.
- b. To identify the students' motivation in speaking English after implementing the use of information gap activities on the experimental group.
- c. To find out whether or not any significant difference on the students' motivation in Experimental Group that are taught by using Information Gap Activities and Control Group that are taught by using Common Strategies.

### **2. The Significance of the Research**

- a. To give information and constructive recommendation to the English teachers who teach in MAN 2 Model Pekanbaru.
- b. To develop application of TEFL by using information gap activities to improve students' motivation in speaking English.
- c. To be one of the academic requirements in Faculty of Education and Teacher Training.

## CHAPTER II

### LITERATURE RIVIEW

#### A. The Theoretical Framework

##### 1. Nature of Information Gap Activities

*“Activities”* is a plural form of *“activity”*. “An activity is a thing that you do for interest or pleasure, or in order to achieve a particular aim” (Hornby, 2000:13). It is important to state that it is also called as technique. Furthermore, Brown (1994:136) defined that “the letter [activity], however, can indeed be referred to as techniques”. So, the activities term in Information Gap phrase indicates a technique used in teaching learning process.

Information Gap is one of Communicative Language Teaching (CLT), in which it can demand students to communicate in real situation. Therefore, the writer tries to find some natures related to the term. Information gap is a technique in which there is missing information and the students need to talk each other to fill the task.

Information gap is covers a tremendous a variety of techniques in which the objective is to convey or to request information (Brown, 1994: 181). Information gap activities are excellent way to make communicative speaking task, in which the students have different information and they need to obtain information from each other in order to finish a task. And these activities are important to make the students use English in real conversation in which the students also will get information that they need in their



Furthermore, Harmer (2007:129) states that “the use of information gap in speaking activity is one of activities that give good contribution in teaching speaking”. Therefore, there is hard reason why the teachers should try to use information gap activities in teaching learning process, especially to motivate students’ speaking skill.

There are some kinds of using Information Gap activities that are usually used in communicative approach. According to Leadbeter (2008:1) Information Gap activities usually split the information needed to complete an activity between a pair or group. Information gap activities are techniques used to solve problems that were caused there is gap between information and other information, so they need to communicate in English to overcome gap in the information. Information gap activities are also considered as one of functional communication activities.

According to Littlewood (1981:22-32), information gap activities can be found in functional communicative activities. It means that the activities are needed to support the students use English in real communication not only to learn to master grammar knowledge. There are two main uses of language just mentioned, they are using language to share information (information gap) and using language to process information (e.g. to discuss it or evaluate it. In addition, there are some forms of information gap activities, they are:

a. Sharing information with restricted cooperation

- 1) Identifying pictures
- 2) Discovering identical pairs
- 3) Discovering sequences or locations

- 4) Discovering missing information
- 5) Discovering missing features
- 6) Discovering 'secrets'
- 7) Some variation in organization

b. Sharing information with unrestricted cooperation:

- 1) Communicating patterns and pictures
- 2) Communicating models
- 3) Discovering differences
- 4) Following directions

There are two familiar activities of information gap served by the researcher, they are identifying pictures and discovering missing information implemented in speaking class.

- a) Identifying pictures: Learner A has a set of some pictures in which the pictures are similar but they distinguish by some features. Whereas, learner B only has one of some pictures belong to learner A, so learner A must find the picture of learner B by asking some question to her or him. In this activity, the teacher needs to determine specific structure that will be used by the students.
- b) Discovering missing information: Learner A has information in tabular form, but the tabular is incomplete. There are some information missing. Learner B also has a set of incomplete tabular, but it is different with tabular of learner A. Learner A and B have to complete the missing information of their tabular because actually they have same tabular form but different missing

information, if they ask and give information to each other they will be able to finish the task well.

Activities of information gap types above can be varied or changed by the teacher depending on the level of the students themselves.

Here are kinds of using information gap activities in teaching speaking done by some authors, Kathleen and Kenji Kitao (1996:3) suggested that;

An information gap activity is one in which two or more testers work together, though it is possible for a confederate of the examiner rather than a tester to take one of the parts. Each tester is given certain information but also lacks some necessary information. The task requires the testers to ask for and give information. The task should provide a context in which it is logical for the testers to be sharing information.

According to Leadbeter (2008:2), “Information Gap activities usually split the information needed to complete an activity between a pair or group”. It means that the students need to speak each other to find out the information. Liu Xing Bing (1996:3) states that:

Information-gap activities involve a transfer of given information from one person to another— or from one form to another or from one place to another— generally calling for the decoding or encoding of information from or into language. The participants each have some knowledge or information not shared by any other one and can only solve the problem if they pool their information. A typical example is one in which a small group of students each with a part of the whole map of a city are asked to describe their part and finally make up the whole scene students.

In this activity, the students do not allow to show their map of scene that they have directly, because incomplete map will elicit the students to ask each other so they have full scene. In addition, Prabhu (1987:46) states that “One example is pair work in which each member of pair has part of the total information (for example an incomplete picture) and attempts to convey it verbally to each other.

Another example is completing a tabular representation with information available in a given piece of the text". Hasibuan and Ansyari (2007:107) demonstrate that:

Filling the gaps in schedule or timetable: Partner A holds an airline timetable with some of arrival and departures times missing. Partner B has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions.

Based on the kinds of using of information gap activities above, the researcher will use some forms of information gap activities in teaching speaking to motivate the students in speaking English.

## **2. The Nature of Motivation**

There are many related literatures about motivation. According to Brown (1994:152), "motivation is commonly thought of as an inner drive, impulse and emotion or desires that move one to a particular action". Motivation plays important role in language learning. Motivation can make someone has practical reason why he or she has to do something.

There are two kinds of motivation why someone wants to do something; they are Intrinsic and Extrinsic motivation;

- 1) Intrinsic Motivation is the kinds of motivation that is generated by what happens inside the classroom; this could be the teachers' methods, the activities that students take part in, or their perception of their success or failure.

- 2) Extrinsic Motivation is the motivation that the students bring into the classroom from the outside, such as attitude of society, family and peers to the subject (Harmer, 2007:20).

Brown (1994:34) said that “Motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit”.

Moreover, Gardner in Jacqueline Norris-Holt (2001:1) states:

Motivation is perceived to be composed of three elements. These include effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect illustrates the learner's emotional reactions with regard to language study.

Motivation is tendency of someone to do something. Yelon and Weinstein in Amin khairi (2009:16) stated that “a motive what causes a person to act in a certain way”. According to Yuan Kong (2009:146-147), “students’ motivation can be explained as interaction among behavior, the environment, cognitions and the personal”. The personal factors are very important in learning process; we can identify some personal factors belong to the students who have high motivation in speaking English, as follows;

- 1) The students have curiosity in teaching learning process, it can be seen when the students do not understand, and they will ask the teacher.
- 2) The students tend to be motivated by challenging tasks.
- 3) The students have good participation in class activities.
- 4) The students have clear goals in learning English.

### **3. Nature of Speaking**

Speaking is one of four language skills that should be mastered by English speaker, it also becomes a measure whether English is communicated or it is only learned. It is productive skill. Many language learners regard speaking as the measure of knowing a language. In other words, speaking skill is important skill in which focuses on fluency rather than accuracy (Hasibuan and Ansyari, 2007:101).

There are many reasons that make speaking activities become a measure of the students' successful in learning foreign language. According to Harmer (2007:123), there are three reasons cause English should be practiced, they are:

- 1) Speaking activities give the students many chances or opportunities to use English in real situation.
- 2) Speaking tasks can give chances for the students to use grammar or what they learnt before in real speaking.
- 3) More speaking activities make the students are able to use English fluently and automatically.

#### **a. Purpose of Speaking**

According to Chastain in Novri Aslina (2008: 13), generally the aim of speaking is to make students are able to communicate to others, since speaking is major objective in language classes. Moreover, the goals in detail stated as follows:

- a) To expect students have a functional ability to make themselves understood
- b) To enable students to convey meanings
- c) To make students be able to express themselves orally
- d) To motivate students in order to be able to communicate orally with native speakers
- e) To motivate students in order to use English appropriately

After finding the purpose of speaking, it is also necessary to know reason that make someone speaking to others. The researcher is sure that there is reason that cause why someone needs to communicate or speak. Nunan in Novri Aslina (2008:16) stated “Speakers have a social or personal reason to speak”. It can be explained that there is gap to be filled, or a condition of speaking situation that need to be made clear. And it will be a reason to communicate with others.

#### **b. The Problem of Speaking**

Some students have problems in speaking as follows:

- a) Some students feel unsatisfied between language learning and the real situation of general public.
- b) The teachers pay attention seriously to correct grammar in teaching language learning.
- c) The students do not know grammar (Chastain in Novri Aslina, 2008:17).

#### **4. The Relationship between Information Gap activities and Motivation in Speaking**

Information gap activities have been researched by many authors. The researcher finds that information gap activities are one of techniques of communicative Language Teaching (CLT) method. There are some activities in CLT. According to Hayriye Kayi (2006:2-5) demonstrated that Communicative language teaching is based on real-life situations that require communication. By using this method in ESL/EFL classes, students will have the opportunity to communicate each other on the target language. There are several activities to promote speaking in CLT method, they are; discussions, role-play, simulation, information gap, brainstorming, story telling, interviews, story completion, reporting, and playing cards.

Harmer (2007: 123) stated that “Good speaking activities can and should be extremely engaging for the students. If they are all participating fully-and if the teacher has set up the activity properly and then can give sympathetic and useful feedback –they will get tremendous satisfaction from it”.

As pertained by Yuan Kong (2009:147) “it is effective and functional to apply various and interesting activities with moderate challenge to attract, to arouse their curiosity in English learning in view of intrinsic motivation . . . guessing game, gap filling, chain story are practical and interesting that can be used in English learning” It means that the teachers have to try various activities that can appear students’ motivation in speaking English. One of them is gap filling or information gap activities in which there is missing information that cause the students have high curiosity. When the students feel that they need the



information so they have to find out by asking some question or by following some steps or action that are served in each information gap activity.

## **5. Factors Influence Students' motivation**

There are internal and external factors that influence students' motivation in learning (ESL) English Second Language and English First Language acquisition. Abismara (2009:5) states that there are several internal and external factors, they are;

### **a. Internal Factors**

- 1) Age
- 2) Gender
- 3) Religion
- 4) Need
- 5) Interest (and curiosity)
- 6) Attitude
- 7) Expectancy
- 8) Self efficacy/competence
- 9) Native language proficiency

### **b. External factors**

- 1) Teachers
- 2) Course content & atmosphere
- 3) Social Identity (Peer groups)
- 4) Role models

- 5) Home support
- 6) Learning environment

Based on the description above, it can be concluded that curiosity in internal factors and teacher technique in external factors can influence students' motivation. However, the relationship of the use of information gap is the gaps filling of information gap activities make the students have high curiosity to solve the problem.

According to Makiko Ebata (2008:1-2), there are some motivation factors in language learning, those motivation are:

- 1) The students are confident with themselves.
- 2) The students feel satisfaction when they are able to show their ideas verbally.
- 3) The teachers have good relation with the students, so that the students feel comfortable.
- 4) The students have time and chance to deliver their opinion freely.

## **B. Operational Concept**

In this research, there are two variables; (1) The Use of Information Gap Activities and (2) Motivation in Speaking English. So, the writer determines that each variable has indicators become measurement of success I conducting the research, they are:

- 1. The use of information gap activities is classified as good if apply with the indicators, as follows:**
  - a. The teacher asks the students work in pair or group.

- b. The teacher leads the students to do what they should find in the Activities.
- c. The teacher asks the students to share information each other actively.
- d. The teacher asks the students to ask their missing information each other.
- e. The teacher asks the students to complete task given by the teacher.
- f. The teacher asks the students to complete the task without showing their own information to each other

**2. Students' motivation in speaking English are classified as high motivation if it consists of some indicators, as follows:**

- a. The students always make preparation before English subject.
- b. The students give more attention to the course during teaching and learning process.
- c. The students tend to use English in learning process.
- d. The students are enthusiastic in questioning and answering the question by using English.
- e. The students never miss the class.
- f. The students give response by using English.
- g. The students have curiosity, it can be seen when the students do not understand yet they will ask the teacher.
- h. The students tend to be motivated by challenging tasks.
- i. The students have good participation in class activities.
- j. The students have clear goals why they should practice English.

## **C. The Assumptions and Hypothesis**

### **1. The Assumptions**

- a. The students taught by using information gap activities will have high motivation to speak English.
- b. The effect of using information gap activities on experimental group will give more significant influence toward motivation in speaking English rather than conventional strategies used on control group.

### **2. The hypothesis**

Ho: There is no significant difference between the students' speaking motivation in experimental group and the students' speaking motivation in control group.

Ha: There is significant difference between the students' speaking motivation in experimental group and the students' speaking motivation in control group.

## **D. Relevant Research**

1. In the relevant research, the researcher used two titles is the almost similar, they are; The first title is The effectiveness of information gap in improving students' speaking ability an SMAN 1 Pangkalan Kuras is written by Fitria Devi S. Based on her research, Fitria Devi says that there is significance difference between the students that be taught by implementing the use of information gap to improve speaking ability with the students without information gap in teaching speaking at SMAN 1 Pangkalan Kuras. It can be seen from the average that is 75.76. It is relevant to research conducted by the researcher that is the use of information gap

activities. The researcher assumed that if the use of information gap activities is effective to increase students' ability in speaking English, it also will be effective to improve motivation in speaking English.

2. The second title is Contribution of Group Work Activity toward The Students' Speaking ability at The Second Year Students of Madrasah Aliyah Hidayatul Mubtadiin Bandar Sungai is written by Sumiati. In her research, she states that there is no significant contribution of group work activity toward the students' ability at second year students of MA hidayatul Mubtadiin Bandar Sungai. It can be seen from the hypothesis that is null hypothesis is accepted. It is relevant to the research conducted by the researcher also implements the use of activities or technique of Communicative Language Teaching (CLT) method.

Based on the two relevant researches above, the researcher conducted a research entitled "The effect of using of information gap activities toward motivation in speaking English among second year students at MAN 2 Model Pekanbaru, because it is never investigated by any previous researcher.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. The Research Design**

Since characteristics of the second year students at MAN 2 Model Pekanbaru are heterogeneous in which there are five classes that are taught by different teachers, the researcher designed that this research pre-experimental design with intact group design. There are some characteristics of intact group design; it allows the researcher to use original classes as sample group, namely experimental and control group, both the groups can be treated by different treatment, and both the groups must be given pre and post test. The characteristics of intact group design are suitable with situation in which this research taken place.

According to Farhady and Hatch in Dewi Lismawati (2009:32), “by selecting two classes for your study, you can use one of them as the control group. Both the experimental and control group will receive a post test, the experimental group will receive the treatment while the control group does not”.

Setiyadi (2006:134) stated that intact group design approaches to experimental research because in this research we can find an experimental and control group. But the experimental and control group are not determined with random sampling. The groups are chosen by considering same characteristics belong to the experimental and control group. And the researcher threw a coin to determine which of the two groups become the experimental group and which the control group.

In this research design, the researcher took two classes, one class for experimental group and the other class as control group, in which the students in the classes are taught

by same English teacher. They are also in the same program namely; science program. And, the total amount of the students in each class is also same, it consists of 31 students. The experimental group will be treated by using information gap activities, while the control group will be taught by common strategies that are used by the teacher before conducting this research, such as explanation, discussion and question-response.

The aim of this research is to know the effect of using information gap activities in the experimental group and whether or not significant difference between the students' motivation in speaking English on experimental group taught by using information gap activities and the students' motivation in speaking English on control group taught by using conventional strategies . It was used to find out which hypothesis is accepted and which hypothesis is rejected. The samples of the research analyzed qualitatively and quantitatively.

## **B. The Location and the Time of the Research**

This research was conducted among second year students at Madrasah Aliyah Negeri 2 Model Pekanbaru in academic year of 2009-2010. The school located at Diponegoro Street No. 55 Pekanbaru. The time of this research was started from April up to June 2010.

## **C. Subject and Object of the Research**

The subject of this research is second year students of MAN 2 Model Pekanbaru in academic year of 2009-2010. And the object of this research is the effect of using of information gap activities toward motivation in speaking English.

#### **D. Population and Sample of the Research**

##### **1. Population of the Research**

The population of this research is the second year students of MAN 2 Model Pekanbaru in academic year of 2008/2009 that consists of five classes; they are XI IPA 1, XI IPA2, XI APA 3, XI IPS 1, and XI IPS 2. The total of population is 161 respondents. The student population illustrates on the following table:

**Table 3.1**  
**The population of the Second Year Students of MAN 2 Model**  
**Pekanbaru in Academic Year of 2009/2010**

<b>No</b>	<b>Class</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
1	XI IPA 1	8	23	31
2	XI IPA 2	9	22	31
3	XI IPA 3	9	22	31
4	XI IPS 1	10	23	33
5	XI IPS 2	12	23	35
<b>Total</b>		48	113	161

##### **2. Sample of the Research**

Since it is a pre-experimental research design that has certain purpose, the researcher used purposive sample technique. It was consisted of two groups taught by using different treatments; the researcher took two classes in which they are as Experimental and Control Group. The sample groups of this research are XI IPA 1 class as experimental group and XI IPA 2 class as control group in which both the two classes have equal amount of the students and taught by same English teacher.



## **E. Instruments of the Research**

To get the data of the research, the researcher used two instruments of the research as follows:

1. Classroom observation, the researcher used observation list that was used to observe the indicators of the use of information gap activities in experimental group by the observer. The observer of this research is the teacher who teaches in sample group, namely Experimental Group (XI IPA 1) and Control Group (XIIPA 2).
2. Pre and Post Questionnaire, The students' motivation data were collected by using two questionnaires, namely Pre and Post questionnaire. The questionnaires were distributed into two groups, namely Experimental Group and Control Group. In order to get information on the improvement of the students' motivation, the questionnaire will be arranged based on the indicators of motivation that have been determined in operational concept.

To get the accurate data of pre and post questionnaires, the researcher measured the validity and reliability of the questionnaire items. The researcher tried to describe about the instrument of the research as follows:

### **a. Description of the Research Instrument**

The aim of this research is to obtain the effect of using information gap activities toward students' motivation in speaking English among second year students at MAN 2 Model Pekanbaru. To obtain the data of the samples of the research, the writer constructed and used the instrument of the research. The researcher constructed 30 questionnaire items of 10 indicators in operational

concept to measure students' motivation in speaking English. Every item has four options, they are: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

To measure the validity and reliability of the research instruments, the researcher distributed the questionnaire to other class in which it was not as sample group in this research. Then, the researcher analyzes every item of questionnaire before using them into the experimental and control group. According to Henning in Amin Khairi (2009:46) stated "the validity refers to the appropriateness of a given test or any of its components as a measure of what is supposed to measure". It means that if the researcher wants to get valid data in this research, the researcher must test the validity of the research instruments used.

After testing the validity and reliability of questionnaire items used, the researcher distributed the questionnaire to both the sample groups. There were two questionnaires given to the experimental and control group, they were Pre and Post questionnaire. Pre questionnaire was distributed to both groups of the students before conducting the session of teaching process. Post questionnaire was distributed to both groups of the students after conducting the session of teaching process. The questionnaire items were constructed to find out the effect of using information gap activities for experimental group and conventional teaching strategies (explanation, question response and discussion) for control group to find out their speaking motivation after using those strategies for different group of the students.

The major purpose of giving them Pre questionnaire was especially to find out the students' motivation in speaking English before implementing the

teaching strategies both the two groups. While Post questionnaire was intended to find out data about there is or not the estimated impact of using information gap activities. And then, to know the effect of using information gap activities in experimental group, the researcher compared with the result of pre and post questionnaire in control group which was taught by using conventional strategies.

#### b. Validity of Questionnaire Items

According to Hartono (2010:85) Validity of research instrument of test, questionnaire or observation can be determined by using factor analysis, namely by correlating between instrument item score and total score. It means that the researcher can use product moment correlation.

To measure the validity of questionnaire items that used in this research, the researcher distributed the questionnaire in other group as try out group, it was not chosen from sample groups, namely experimental or control group. The researcher chose the students of XI IPA 3 Class. The questionnaire consists of 30 statements and has four possible answers, namely: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

To know the validity of the questionnaire items, the researcher used the following formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where;

$$t_{test} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

t = score of t-test

r = correlation of coefficient of  $r_{test}$

n = number of respondents

(Hartono, 2010: 85)

**Table 3.2**  
**Recapitulation of Research Instrument Validity**

<b>Number of Item</b>	<b>t Test</b>	<b>t Table</b>	<b>Validity</b>	<b>Classification</b>
1	2	1.319	Valid	Used
2	-0.79	1.319	Invalid	Revised
3	2.037	1.319	Valid	Used
4	3.707	1.319	Valid	Used
5	2.96	1.319	Valid	Used
6	2.64	1.319	Valid	Used
7	-0.926	1.319	Invalid	Revised
8	0.963	1.319	Invalid	Revised
9	2.238	1.319	Valid	Used
10	-0.422	1.319	Invalid	Revised
11	0.392	1.319	Invalid	Revised
12	3.6	1.319	Valid	Used
13	1.143	1.319	Invalid	Revised
14	4	1.319	Valid	Used
15	1.834	1.319	Valid	Used
16	2.703	1.319	Valid	Used
17	-0.099	1.319	invalid	Revised
18	2.867	1.319	valid	Used
19	2.045	1.319	valid	Used
20	1.81	1.319	valid	Used
21	2.64	1.319	valid	Used
22	-0.183	1.319	invalid	Revised
23	-0.079	1.319	invalid	Revised
24	2.449	1.319	valid	Used

25	2.126	1.319	valid	Used
26	1.317	1.319	invalid	Revised
27	2.426	1.319	valid	Used
28	1.575	1.319	valid	Used
29	1.056	1.319	invalid	Revised
30	1.103	1.319	invalid	Revised

Based on the recapitulation above, the researcher concludes that there were 18 items of 30 questionnaire items are valid and 12 items of 30 questionnaire items are invalid. Before using all questionnaire items above into sample group, namely the experimental group and control group. The researcher revised the invalid items to be valid instruments.

#### c. Reliability of Questionnaire Items

Reliability is a necessary characteristic of any good research instruments.) Reliability means that the instrument used to collect the data can be trusted since the instrument was tested (Hartono, 2010:101). To know the reliability of the questionnaire items in this research, the researcher used the formula of alpha as follows:

- 1) To know the score variants of each item with following formulas:

$$S_i = \frac{\sum X_i^2 - \frac{(\sum X_i)^2}{N}}{N}$$

Where:

$S_i$  = variants of items score

$\sum X_i^2$  = total square of  $X_i$  item

$(\sum X_i)^2$  = total items of  $X_i$  are squared

N = number of respondents

2) Total score of all variant items

$$\sum S_i = S_1 + S_2 + S_3 + \dots S_n$$

Where:

$$\sum S_i = \text{variant total of the items}$$

$$S_1 + S_2 + S_3 + \dots S_n = \text{variant of the 1}^{\text{st}}, 2^{\text{nd}}, 3^{\text{rd}} \dots \text{item}$$

3) Variant total

$$S_t = \frac{\sum X_t^2 - \frac{(\sum X_t)^2}{N}}{N}$$

Where:

$$S_t = \text{variant total}$$

$$\sum X_t^2 = \text{the square total of X}$$

$$(\sum X_t)^2 = \text{the total X is squared}$$

N = number of respondents

4) Value of Alpha

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum S_i}{S_t} \right)$$

$r_{11}$  = Reliability value

$\sum S_i$  = variant number of items score

St = total of variants

k = number of items

Where;

k = 30 items

$$\sum S_i = 11.39$$

$$S_t = 37.430$$

$$r_{11} = \frac{(30)}{(30-1)} \left( 1 - \frac{11.39}{37.430} \right)$$

$$= (1.034)(0.696)$$

$$= 0.719$$

$$r_{table} = N - 2$$

$$= 25-3$$

$$= 23$$

Then the score obtained (0.719) compared to r-table of product moment that degree of freedom is 23. “r” product moment at level 5% is 0.369 and at level 1% is 0.505 (0.369 < 0.719 > 0.505). It means that the questionnaire is reliable.

## **F. Technique of Data Collection**

The researcher collected the data of questionnaire. Then, the data were analyzed qualitatively and quantitatively, as follows;

1. The researcher distributed questionnaire to the students in other class as try out.

2. The researcher analyzed reliability and validity of try out data. Then, the researcher would improve the questionnaire items before using it as pre-questionnaire and post-questionnaire for experimental and control group.
3. The researcher distributed Pre-questionnaire into the experimental and control group to get data of students' motivation before implementing teaching process both the groups.
4. The English teacher as an observer observed the researcher who was teaching on the experimental group by checking the observation lists that become indicators of using information gap activities.
5. The researcher took post-questionnaire after eight times of teaching process in each group. Then, the researcher compared the result of pre-questionnaire and post-questionnaire from the experimental and control group.

**Table 3.3**  
**Series of the Treatments for the Samples**

<b>Subjects</b>	<b>Instructional Activities</b>		
Experimental Group	<b>T1</b>	<b>X1</b>	<b>T2</b>
Control Group	<b>T1</b>	<b>X2</b>	<b>T2</b>

Note:

- T1 : Pre-questionnaire for both the Experimental and Control Group
- X1 : Teaching by Using Information Gap Activities
- X2 : Teaching by Using Conventional Strategies
- T2 : Post-questionnaire for both the Experimental and Control Group



## G. Techniques of Data Analysis

These techniques of data analysis tried to find out the effect of using information gap activities on experimental group and whether or not significant difference between experimental group that is treated by using information gap activities and control group taught by using conventional strategies. The researcher did the following computation on the observation lists of the use of information gap activities in experimental group and the data of questionnaires of the students' motivation before and after implementing teaching process in experimental and control group, as in the following formula;

1. To find out percentage of observation result on experimental group, the formula is:

$$P = \frac{F}{N} \times 100$$

Where:

P = Percentage

F = Frequency

N = Number of items

The interpretation of the formula above is as follow:

<b>The Score Level</b>	<b>Category</b>
76% - 100%	Very Good
56% - 75%	Good
40% - 55%	Less
Less than 40%	Bad

(Arikunto, 1998:246)

2. To test significant difference between the experimental and control group by using T-test formula, as follows:

- a. For Experimental Group:

$$M_x = \frac{\sum x}{N}$$

$$\sum x^2 = \sum X^2 - \frac{(\sum x)^2}{N}$$

- b. For Control Group

$$M_y = \frac{\sum Y}{N}$$

$$\sum Y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

$$t_o = \frac{M_x - M_y}{\sqrt{\left( \frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

(Arikunto, 2006:311)

To know the effect of using information gap activities, it can be seen by using another formula as follow:

**Table 3.4**  
**The Differences Impact between Experimental and Control Group**

GROUP	TIME 1	TIME 2	DIFFERENCE
Experimental	T1	T2	T2-T1= experimental impact
Control	T1	T2	T2 – T1= control impact
			Experimental Impact - Control Impact = Estimated Impact of using information gap activities

(Jackson, 1995:75)

Note:

- T1 : Pre- questionnaire before implementing the use of Information Gap Activities for Experimental Group and Usual Strategies for Control Group
- T2 : Post-questionnaire after implementing the use of Information Gap Activities for Experimental Group and Usual Strategies for Control

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. Data Presentation**

There are two data presentations presented by the researcher, they are data of the observation lists and data of pre and post questionnaires of students' motivation in speaking English, and they are as follows:

##### **1. The Observation Data of Using of Information Gap Activities**

In order to present the data about using information gap activities on experimental group, the researcher was able to collect six observations. Actually, the researcher taught eight times in the sample group but the teacher who was observer could not observe twice meeting because of her responsibility to the school. The teacher had to teach in matriculation class. So, the researcher could not collect the observation lists completely. To make it clear the data observation can be seen as follows:

The following table describes about frequency of each item that becomes indicators of using information gap activities on experimental group, and they are:

**Table 4.1****The Recapitulation of Observation Data on Experimental Group**

No	Indicators of Using Information Gap Activities	Frequency			
		Yes		No	
		N	P	N	P
1	The teacher asks the students work in pair or group.	6	100%	-	0%
2	The teacher leads the students to do what they should find in the Information Gap Activities.	5	83.3%	1	16.7%
3	The teacher asks the students to share information each other actively.	4	66.7%	2	33.3%
4	The teacher asks the students to request their missing information in English to the other.	6	100%	-	0%
5	The teacher asks the students to complete the task given by the teacher (for examples; identifying picture, discover missing information etc)	6	100%	-	0%
6	The teacher asks the students to complete the task without showing their own information to each other.	5	83.3%	1	16.7%
<b>Total</b>		32	88.89%	4	11.11%

The table above shows that the result of observation of the use of information gap activities on experimental group indicated the frequency of answer “yes” is 32 or 88.89% and the frequency of answer “no” is 4 or 11.11%. It can be interpreted that the percentage of using of information gap activities is 88.89%; it is in the 80% - 100% of score level. And it can be categorized as “very good” level.

## **2. The students' motivation in speaking English**

After testing the Validity and Reliability of the Questionnaire Items, the researcher distributed Pre and Post Questionnaire into Experimental and Control Group. And then, the researcher analyzed the data to get data about the students' motivation at each questionnaire qualitatively and quantitatively. Before analyzing the data by using t-test formula, the researcher needed to change the ordinal data into interval data. It is presented as follows;

**Table 4.2****The Data of Experimental Group**

NO	STUDENTS	$x_1$	$x_2$	$X$	$X^2$
1	Student 1	47.36891	29.64671	17.72221	314.0766
2	Student 2	276.7885	61.88506	214.9034	46183.48
3	Student 3	42.01846	50.72022	-8.70176	75.72061
4	Student 4	51.38175	27.16747	24.21428	586.3315
5	Student 5	32.65516	38.32404	-5.66887	32.13612
6	Student 6	60.74505	48.24098	12.50407	156.3517
7	Student 7	59.40744	61.87678	-2.46934	6.097664
8	Student 8	64.75789	60.63716	4.120728	16.9804
9	Student 9	63.42028	50.72022	12.70006	161.2915
10	Student 10	52.71937	29.64671	23.07266	532.3476
11	Student 11	44.69369	51.95984	-7.26615	52.79693
12	Student 12	42.01846	45.76175	-3.74329	14.01219
13	Student 13	62.08266	42.04289	20.03977	401.5925
14	Student 14	47.36891	50.72022	-3.3513	11.23124
15	Student 15	52.71937	65.59564	-12.8763	165.7983
16	Student 16	66.09551	73.03335	-6.93784	48.13363
17	Student 17	42.01846	56.91831	-14.8999	222.0055
18	Student 18	60.74505	56.91831	3.826742	14.64395
19	Student 19	39.34323	49.4806	-10.1374	102.7662
20	Student 20	39.34323	53.19945	-13.8562	191.9949
21	Student 21	36.668	58.15793	-21.4899	461.8168
22	Student 22	44.69369	33.36556	11.32812	128.3264
23	Student 23	60.74505	54.43907	6.305978	39.76536
24	Student 24	48.70653	49.4806	-0.77407	0.599188
25	Student 25	44.69369	59.39755	-14.7039	216.2035
26	Student 26	35.33039	48.24098	-12.9106	166.6834
27	Student 27	40.68085	51.95984	-11.279	127.2156
28	Student 28	50.04414	54.43907	-4.39493	19.31542
29	Student 29	58.06982	53.19945	4.870369	23.72049
30	Student 30	46.0313	47.00136	-0.97006	0.941023
31	Student 31	68.77073	56.91831	11.85242	140.48
<b>Total</b>		<b>1782.126</b>	<b>1571.095</b>	<b>211.0301</b>	<b>50614.85</b>

**Table 4.3**  
**The Data of Control Group**

NO	STUDENTS	$y_1$	$y_2$	$Y$	$Y^2$
1	Student 1	32.80626	39.14438	-6.33812	40.17176
2	Student 2	35.55288	47.02458	-11.4717	131.5999
3	Student 3	49.34359	50.14209	-0.7985	0.637595
4	Student 4	74.78565	58.94026	15.84539	251.0764
5	Student 5	60.79252	54.98108	5.811436	33.77279
6	Student 6	48.07149	50.582	-2.51051	6.302644
7	Student 7	45.52729	50.14209	-4.6148	21.29641
8	Student 8	60.79252	53.66136	7.131162	50.85347
9	Student 9	49.34359	50.14209	-0.7985	0.637595
10	Student 10	60.79252	50.14209	10.65043	113.4317
11	Student 11	39.16677	47.50264	-8.33587	69.48667
12	Student 12	39.16677	48.38246	-9.21568	84.92883
13	Student 13	46.79939	49.70218	-2.90279	8.426205
14	Student 14	54.43201	49.70218	4.729824	22.37124
15	Student 15	54.43201	47.94255	6.489458	42.11307
16	Student 16	64.60883	49.70218	14.90665	222.2081
17	Student 17	50.6157	53.66136	-3.04566	9.276049
18	Student 18	49.34359	50.14209	-0.7985	0.637595
19	Student 19	58.24831	50.582	7.666316	58.77239
20	Student 20	58.24831	47.50264	10.74568	115.4695
21	Student 21	63.33673	55.8609	7.475825	55.88795
22	Student 22	40.43888	48.38246	-7.94358	63.10048
23	Student 23	41.71098	48.82236	-7.11139	50.57182
24	Student 24	49.34359	47.06273	2.280864	5.202341
25	Student 25	42.98308	49.26227	-6.27919	39.42826
26	Student 26	41.71098	50.582	-8.87102	78.69501
27	Student 27	50.6157	50.14209	0.473607	0.224304
28	Student 28	49.34359	48.38246	0.961139	0.923787
29	Student 29	30.26205	42.66365	-12.4016	153.7995
30	Student 30	34.07836	47.06273	-12.9844	168.5938
31	Student 31	58.24831	46.18291	12.0654	145.5739
	<b>Total</b>	<b>1534.942</b>	<b>1534.131</b>	<b>0.811408</b>	<b>2045.471</b>



**a. Data analysis**

- 1) Based on the data presented on the Table 4.2 and 4.3 above, the researcher analyzed those data by using t-test formula, as follows;

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

M = mean of each group

N = number of respondents

x = deviation standard of  $x_1$  and  $x_2$  value

y = deviation standard of  $y_1$  and  $y_2$

a) For Experimental Group:

$x_1$  = Post questionnaire of experimental group

$x_2$  = Pre questionnaire of experimental group

X = Difference of post questionnaire and pre questionnaire

$X^2$  = The square of difference of post questionnaire and pre questionnaire

$$M_x = \frac{\Sigma x}{N} = \frac{211.030}{31} = 6.807$$

$$\begin{aligned}\Sigma x^2 &= \Sigma X^2 - \frac{(\Sigma x)^2}{N} \\ &= 50614.85 - \frac{(211.030)^2}{31}\end{aligned}$$

$$= 50614.85 - \frac{44533.66}{31}$$

$$= 50614.85 - 1436.569$$

$$= 49178.281$$

b) For Control Group

$y_1$  = Post questionnaire of control group

$y_2$  = Pre questionnaire of control group

$Y$  = Difference of post questionnaire and pre questionnaire

$Y^2$  = the square of difference of post questionnaire and pre questionnaire

$$M_y = \frac{\Sigma Y}{N} = \frac{10.811}{31} = 0.026$$

$$\Sigma Y^2 = \Sigma Y^2 - \frac{(\Sigma Y)^2}{N}$$

$$= 2045.471 - \frac{(0.811)^2}{31}$$

$$= 2045.471 - \frac{0.675}{31}$$

$$= 2045.471 - 0.021$$

$$= 2045.45$$

$$t_o = \frac{M_x - M_y}{\sqrt{\left( \frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2} \right) \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

$$\begin{aligned}
&= \frac{6.807 - 0.026}{\sqrt{\left(\frac{49178.281 + 2045.45}{31 + 31 - 2}\right)\left(\frac{1}{31} + \frac{1}{31}\right)}} \\
&= \frac{6.781}{\sqrt{\left(\frac{51223.731}{60}\right)\left(\frac{2}{31}\right)}} \\
&= \frac{6.781}{\sqrt{853.728 \times 0.064}} \\
&= \frac{6.781}{\sqrt{54.638}} \\
&= \frac{6.781}{7.391}
\end{aligned}$$

$$t_o = 0.92$$

$$\begin{aligned}
db &= N_x + N_y - 2 \\
&= 31 + 31 - 2 \\
&= 60
\end{aligned}$$

After calculating the t-test, the score is 0.92. Then, it should be consulted with t-table. The critical value of t level in significance of 5% is 1.67 and 1% is 2.39, or **1.67 > 0.92 < 2.39**. In other words, t-score is not significance in level of 5% and 1%.

- 2) To know the effect of using information gap activities, it can be seen by using following formula:

**Table 4.4**  
**The Differences Impact between Experimental and Control Group**

GROUP	TIME 1	TIME 2	DIFFERENCE
Experimental	571.095	1782.126	1782.126 - 1571.095 = 211.030
Control	1534.131	1534.942	1534.942 - 1534.131 = 0.811
			211.030 - 0.811 = 210.22 (estimated impact of using information gap activities)

(Jackson, 1995:75)

Therefore, the researcher interprets that the students' motivation in speaking English of experimental group is higher than control class. There is significant effect of using information gap activities in experimental group. To know the percentage from pre and post questionnaire of both two groups, the researcher also analyzed the data by looking for percentage of each student's motivation in each group and then compare between students' motivation of experimental and control group, as follows;

a) Experimental Group

$$= \frac{1782.126 - 1571.095}{1571.095} \times 100 = \frac{211.030}{1571.095} \times 100 = 13.43\%$$

b) Control Group

$$= \frac{1534.942 - 1534.131}{1534.131} \times 100 = \frac{0.811}{1534.131} \times 100 = 0.05\%$$

The percentage of experimental group after using information gap activities increases to 13.43% while the percentage of control group only increases to 0.05%. It means that there is effect of using information gap activities toward students' motivation in speaking English about 13.43% or 210.22 points.

**b. Testing Hypothesis**

According to t-test calculation, the t score is 0.92. Meanwhile the t-table at the 5 level of significance and 60 degree of freedom is 1.67 and 2.39 at the 1 level. Since the t-table is higher than t-calculated, the null hypothesis is accepted. Consequently the alternative hypothesis is rejected. In other words, there is no significant difference between the students' speaking motivation in experimental group and the students' speaking motivation in control group.

**c. Interpretation**

Based on the research data above, the students' motivation in speaking English on experimental group taught by using information gap activities increased to 13.43% or 210.22 points. However, based on the result of t test formula there is effect of using information gap activities, but there is no significant difference toward motivation in speaking English between the students on experimental group and control group.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research and discussion in the previous chapter, the researcher concludes some conclusions, they are:

- 1) The result of pre questionnaire is 1571.095. The pre questionnaire distributed before implementing the use of information gap activities.
- 2) The result of post questionnaire increased after implementing the use of information gap activities. The researcher got the data that the students' motivation in speaking English is 1782.126. It means that there is effect of using information gap activities. It increased to 211.030 points.
- 3) Based on the data analysis by using t-test formula, there is no significant difference between the students' speaking motivation on experimental group taught by using Information Gap Activities and the students' speaking motivation on control group taught by using conventional strategies. In other words, the alternative hypothesis is rejected at 5% significant level is 1.67 and at 1% significant level is 2.39 and the result of this research is 0.92 or  $1.67 > 0.92 < 2.39$ . In other words, t-table is higher than t-observation in levels significance of 5% and 1%.

Therefore, the researcher concludes that even though the use of information gap activities gave effect toward students' motivation in speaking English but it is not effective to improve the students' motivation in speaking English because there is no

significant different result between the students' speaking motivation on experimental group and the students' speaking motivation on control group.

## **B. Suggestion**

Finally the researcher would like to give some suggestions to any person who concerns with English teaching learning activity, particularly in teaching speaking English, they are some follows:

### **1. Some suggestions for the English teachers**

The English teacher should be aware of the importance of using various strategies and techniques in teaching process, especially in teaching speaking English. The teachers should make the students feel that they need to communicate each other, so that they will be easy to deliver their ideas. One of the techniques or activities that can be considered is the use of information gap activities. Therefore, the researcher would like to suggest some points that can be the teachers' consideration in using information gap activities in teaching learning process, and they are:

- a. The teachers should be aware the appropriate activities that will be used in teaching learning process.
- b. The teachers should have good preparation before applying the use of information gap activities.
- c. The teachers should choose kinds of information gap activities that are suitable to Genre discussion or to the language focus.

- d. The teachers need to be creative in applying the activities, so that the students feel enjoy in using English.

## 2. Some suggestions for the next researchers

The research activity is expected can give valuable reference for the next researchers who are interested in carrying out the research in similar discussion topic. The researcher also expects that this thesis can be guidance for the next researchers who carry out an experimental research.



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## BIOGRAPHY

Her name is Heriani Saputri. She was born in Sei. Rokan on August 20, 1987. She is daughter from Erman and Asmardianis. She has one brother and one sister; they are Abdan Syakuro and Qoimatullailiyah. She comes from Gobah, Tambang-Kampar-Riau Province. She lives at Dormitory of MAN 2 Model, at Pattimura Street, No. 1, Pekanbaru. Her hobbies are reading (Novel), traveling, shopping and watching film.

### **Educational Experience:**

Elementary School	: SD. Muhammadiyah 015 Desa Gobah, Tambang-Kampar (1994-2000)
Junior High School	: MTs. Muhammadiyah Desa Gobah, Tambang-Kampar (2000-2003)
Senior High School	: MAN 2 Model Pekanbaru” (2003-2006)
University	: State Islamic University of Sultan Syarif Kasim Riau (2006-2010)

### **Organization Experience**

Member of Scout 2003-2004  
Member of Rohis of MAN 2 Model Pekanbaru 2005-2006  
Intellectual Department of English Students Association (HMJ-PBI) 2008

### **Other Experience**

Member of Germany Exchange Students 2005  
Private Tutor door to door from 2008 until now  
German Teacher at MAN 2 Model Pekanbaru from 2006 until 2010  
English Teacher at MAN 2 Model Pekanbaru in 2010  
Supervisor of Dormitory of MAN 2 Model Pekanbaru from 2006 until now

